

TEACH FOR AMERICA – CHICAGO
HUMAN CAPITAL AND PERFORMANCE UPDATE
June 2005

REPORT SUMMARY AND INTRODUCTION

The attached document is designed to answer one question: What value has Teach For America directly added to Chicago Public Schools?

To some degree, this report therefore does not reflect our broader mission: To create a movement of leaders dedicated to closing the achievement gap and in doing so, to change the priorities of a nation.

It does, however, look at the broader scope of our activity—teacher training, human capital recruitment, leadership development—and gives shape to our five-year history in Chicago. To these ends, we provide in this report a summary of our human resource mobility, examples of leadership development successes, explanations of our teacher placement network, external evaluations of teacher quality, and graphic representations of Teach For America corps members' mobility patterns—as defined in many ways—in Chicago and in education.

This report will be released annually at the end of the academic year, and will help to shape future conversations on our plans and our outcomes. It is our hope that through a comprehensive, and direct look at our work, we remain an exemplar of transparency in an often-opaque industry and continue the spirit of strategic partnership that shapes our collaboration with Chicago Public Schools and other partners in the education world. When we are candid with the systemic value we add year-in and year-out, we are better able to create outcomes that will benefit children.

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I. PARTNERSHIP WITH CHICAGO PUBLIC SCHOOLS

Teach For America has partnered with the Chicago Public Schools (CPS) since 2000 to bring leadership and talent to classrooms in many of Chicago's difficult-to-staff schoolsⁱ and to infuse the system, at all levels, with human capital at the heart of the enterprise. We offer the following information to give a portrait of what we have accomplished in that time.

The goal of Teach For America is to infuse systems that impact children with highly talented, accountable human capital that otherwise would not be invested in public education. We do not strive to be a solution to the teacher shortage problem. However, it is important to note that the number of Teach For America corps members and alumni that we bring to CPS every year replace, and exceed, the number of corps members who, upon completion of their two-year teaching commitment, choose to leave their classroom.

The impact of our program is seen in our reach. As teachers, Teach For America corps members and alumni impact the lives of 17,000 students in CPS each year. Many of our Chicago area alumni remain in the education sector and lead as principals, establish new schools, serve on local school councils, continue on as master teachers, manage education-focused nonprofits, as well as assume positions at CPS. Additionally, other alumni assume roles within fields such as law, politics, medicine, and business to develop and implement effective policy, provide healthcare to children in low-income communities, and supply or channel funding to needed areas to effect the fundamental changes required to reach our vision of educational opportunity for all. Our alumni work from all sectors to improve the life prospects of children growing up in low-income communities.

Human Capital: Corps Member Teachers

From 2000 to 2004, Teach For America has placed 337 corps members in CPS, and of those, 267 Chicago corps members completed their two-year teaching commitment. Thus, between 2000-2004, 79 percent of Teach For America – Chicago corps members taught at least two years in CPS, completing their Teach For America commitment.ⁱⁱ Many Chicago corps members remain at their placement schools to teach for a third year, beyond their two-year commitment.ⁱⁱⁱ Additionally, improvements to our corps member selection process and program support model have and will continue to increase our program completion rate. Thus far we can see the quantifiable results of our efforts; 83 percent of the 2003 corps completed our program, marking a 17 percent increase from the 2002 corps completion rate, and we project that 89 percent of the 2004 corps will complete our program.

Teach For America's recruitment efforts seek the nation's most talented and motivated young leaders. We compete with top graduate schools and corporations for the most sought-after candidates. General statistics about our corps speak to the caliber of individuals of which it is comprised; 93 percent held leadership roles on their college campuses or in their communities; on average they earned a 3.5 grade point average (GPA) at their college or university; and scored 1310 on the SAT 1: Reasoning Test.

This year, Teach For America received a record 17,000 applications for its 2005 teaching corps. At both Yale University and Spelman College, 12 percent of the senior class applied. At Dartmouth and Amherst colleges, 11 percent of the graduating seniors applied, as did 8 percent of the seniors at Princeton and Harvard Universities. Locally, 7 percent of the seniors at University of Chicago applied, as did 3 percent of seniors at the University of Illinois Urbana-Champaign and 6 percent of seniors at Northwestern University.

We seek goal-oriented individuals who show evidence of the general characteristics we have found are common to successful teachers in low-income communities: demonstrated past achievements; persistence in the face of challenges; strong critical thinking skills; ability, desire to work relentlessly in pursuit of our mission; and high expectations for students and families in low-income communities.

Teach For America is in its fifth year of placing and supporting corps members in Chicago. During the 2004-2005 academic year, nearly 150 corps members taught in more than 50 schools throughout the city's west- and south- sides. These corps members reached more than 12,000 students in 24 of Chicago's 77 neighborhoods^{iv} including communities such as West Town, Pilsen, Back of the Yards, South Shore, Woodlawn, Austin, Englewood, and North Lawndale.

Each year we work with CPS to place qualified corps members in teaching positions that best serve district and student needs. To address the deficit of high school teachers, specifically math and science teachers, we have cast our recruitment net on a more specialized group of corps members who can fill these positions. Already our results can be seen, as we are poised to begin the 2005-2006 academic year with 44 percent of our 2005 corps teaching in a high school placement and more than 50 percent of those placed in traditional public schools teaching in high schools. Moreover, the statistics of our corps teaching placement speak to our work to address the need for math and science instructors, with 81 percent of 2004 high school corps members, and 30 percent of 2005 high school corps members teaching in math or science positions.^v

Human Capital: Alumni Teachers

Teach For America currently has 218 alumni living in Chicago, 36 percent of which are currently teaching^{vi}. Of all alumni teachers in Chicago, 74 percent work in CPS neighborhood or charter schools, reaching nearly 5,000 students. Additionally, 96 Teach for America alumni teach in the Chicagoland area, meaning that over the 12 years of alumni who live in or around Chicago, 20 teach in private schools or in districts other than CPS. Furthermore, the work of Teach For America alumni impacts education throughout the city; seven alumni are principals of CPS schools, eight hold administrative positions within CPS, and 17 lead in nonprofit organizations that impact the lives of the students we serve.

In order to further galvanize our network of alumni, Teach For America – Chicago has launched the Alumni Replacement Program. Through this effort, we are recruiting proven, committed teachers from our national alumni network to transition to Chicago and teach in CPS. The replacement initiative was constructed to help CPS address its shortage of math, science, and other high-need teachers. This program will support the placement of roughly 20 certified Teach For America alumni to CPS where they will re-commit to teaching high school math, science, bilingual, or special education. This effort was designed to bring a pool of seasoned, urban teachers to CPS and to increase our presence within these schools.

Human Capital: Principals

As principals, Teach For America alumni lead many of the nation's most progressive, high-achieving urban schools. Two hundred of our alumni call themselves principals, and in Chicago, in spite of our short time here, this initiative is beginning to take shape. Currently, seven Teach For America alumni lead as school principals as part of Renaissance 2010 – Mayor Daley's plan to turn around Chicago's most troubled elementary and high schools – and we anticipate that 20 will lead as principals within the next five years:

- Jim O'Connor, Mississippi Delta Corps '95, is the principal and founder of Knowledge Is Power Program (KIPP) Ascend Charter School in Chicago's Austin neighborhood. KIPP Ascend currently serves 170 fifth and sixth graders and the school is scheduled to expand one grade level each year, until reaching a full capacity of 340 students in grades five through eight in 2006. KIPP Ascend is guided by its mission to equip students with the knowledge, skills, and character traits required to succeed in top-quality high schools, universities, and the competitive world beyond. In the school's first year of existence, students made tremendous gains with 54 percent testing at or above grade level expectations in math on

the Illinois Standards Achievement Test (ISAT) and 76 percent testing above grade level expectations in writing on the ISAT.

- Allison Slade, Houston Corps '98, is the founder and principal of Namaste Charter School in Chicago's McKinley Park. Namaste opened in the fall of 2004 serving approximately 100 kindergarten and first grade students. Namaste was one of only two charters that were approved last year out of more than 100 applicants seeking to begin charter schools; it was selected based upon its focus on student achievement and overall physical well-being.
- Katie Graves, Houston Corps '97, is the principal of the KIPP Chicago Youth Village in the Williams Complex in Chicago. KIPP Youth Village opened in August of 2003 serving approximately 80 fourth and fifth grade students. The school, designed to expand one grade level each year, will do so until reaching a full capacity of approximately 400 students in grades four through eight.
- Dan Kramer, Los Angeles Corps '90, is the principal at Architecture, Construction & Engineering Technical (A.C.E. Tech). ACE Tech opened in fall of 2004 with 125 ninth grade students. ACE Tech provides a rigorous curriculum while exposing students to the technical, managerial, and professional aspects of the construction industry. The curriculum prepares students to make informed decisions about their future careers, enables them to successfully meet the requirements of the construction industry, and provides them with life skills for sustained professional and personal success.
- Michael Lane, Los Angeles Corps '90, is the executive director and co-founder of Galapagos Charter School in Chicago's West Garfield Park. Galapagos is set to open this fall and will provide its students with a rigorous, standards-based education designed to enhance skill development, critical thinking, and content mastery.
- Linda Ponce de Leon, Los Angeles Corps '93, is the principal of the Erie Elementary Charter School in Chicago's West Town neighborhood. Erie Charter is set to open this fall and will serve 80 kindergarten and first graders growing annually through fifth grade. "La Casa Erie" seeks to promote a just and inclusive society by strengthening low-income, primarily Latino families through skill building, access to critical resources, advocacy, and collaborative action.
- Nicole Woodard, Los Angeles Corps '93, is the school director of Donoghue Charter School. Donoghue is the new public elementary and college preparatory campus of the University of Chicago Charter School Corporation and is set to open this fall. Donoghue is committed to professional development, inquiry, and high expectations for all staff and students. The campus will serve children in grades pre-kindergarten to third grade and will act as a catalyst for community building by offering programs beyond the school day.

This group of leaders continues to grow. Already at least three Teach For America alumni – April Goble, Washington D. C. Corps '98, applying to open a KIPP school; Chris Reynolds New Jersey - New Jersey Corps '92, applying to open the Henry Ford Learning Institute; and Eric Thomas Corps '99, applying to open Noble Street Charter High School – are submitting proposals for charters to open new schools in 2006 as part of Renaissance 2010.

Human Capital: District

Teach For America will continue to effect student achievement and systemic change by bringing alumni with teaching experience, outstanding credentials and high levels of professionalism to school systems nationwide. We have the capacity to recruit for specific top-level positions through resume drops, online postings, and local networking. To date, several Teach For America alumni work in CPS offices, including:

- Amanda Alpert, Houston Corps '99, Office of the Chief of Staff
- Mike Lach, New Orleans Corps '90, Director of Science Instruction
- Heather Anichini, Chicago Corps '02, Office of Strategic Planning
- Lahari Goud, Chicago Corps '00, Office of the Chief of Staff
- Jennifer Loudon, South Louisiana Corps '94, Office of Special Services
- Erica Harris, Washington, D.C. Corps '97, Office of After School Activities
- Karen Corken, Seattle Corps '94, Manager of Pupil Support Services
- C. Allison Jack, Los Angeles Corps '91, Office of New Schools

Human Capital: Education Leaders

The commitment of Teach For America corps members and alumni is evidenced by both their time in and outside the classroom. Their work brings resources and opportunities to children in low-income communities, improving their life prospects.

In Chicago, our alumni lead and work in nonprofit and government organizations that serve Chicago and CPS. The following list demonstrates the impact that our alumni have on the children in Chicago, a reach that extends beyond their years in the classroom. The work of these alumni continues the mission of Teach For America, bringing about long-term, systemic change:

- Suzanne Muchin, New York Corps '90, CEO, CIVITAS
- Kris Reichmann, Los Angeles Corps '91, Executive Director, Chicago Foundation for Education
- Bartholomew St. John, Houston Corps '93, School Liaison, Chicago Communities in Schools
- Peter Newman, Rio Grande Valley Corps '93, Program Coordinator for Juvenile Justice and Child Protection, Cook County Circuit Court
- Linda Erlinger, Bay Area Corps '97, Executive Director, DonorsChoose
- Jaime Guzman, New Jersey Corps '97, Assistant Director of Education, National Council of La Raza
- Patrick Haugh, New York Corps '98, Co-Founder and Director, The Grow Network
- Debra Sondall, Chicago Corps '00, Mentoring Program Coordinator, Youth and Shelter Services, Inc.
- Anna Mae Grams-Pullappally, Chicago Corps '00, Primary Team Leader, American Quality Schools
- Elizabeth Dayton, Chicago Corps '01, Education Coordinator, Mercy Home For Boys and Girls
- Heidi Stuber, Chicago Corps '01, Center Director, Sylvan Learning Center
- Kathleen Hawkinson, Chicago Corps '01, Program Analyst, State Education Office
- Elisabeth Morrison, Chicago Corps '01, Curriculum Coordinator/Dunbar High School, CPS
- Emma Cottler, Chicago Corps '02, Professional Development Coordinator, The Grow Network

II. PARTNERSHIPS WITH PRINCIPALS AND SCHOOLS

Principal Satisfaction

As always, we strive to meet the needs of the students, principals, and schools that we serve, and we seek critical feedback on our efforts. Recent survey results highlight our added value to the schools in which our corps members teach.

For 10 years the independent research firm of Kane, Parsons & Associates has asked principals to evaluate the performance of Teach For America teachers in their schools; the most recent survey was completed in June of 2004. The study involved more than 1,000 principals nationwide, and included 30 from Chicago: 22 elementary school principals, 3 middle school principals, and 5 high school principals.

As evidenced by the statistics that follow, Chicago principals exhibit a high level of satisfaction with Teach For America corps members. They continue to report that Teach For America teachers are well-prepared and have a significant and positive impact on their schools and on student achievement.

- 96 percent of principals cite the greatest strengths that Teach For America teachers bring to their job as: their energy, enthusiasm and hard work; their willingness to commit time and assume additional responsibility to finish tasks; their willingness to learn; and their interest in and compassion for the students.
- 93 percent of principals rate the presence of Teach For America teachers at their schools as “strongly advantageous” to “moderately advantageous” for their students and schools.
- 65 percent of principals rate Teach For America teachers “much above average” to “above average” in terms of the impact on student achievement as compared to other beginning teachers.
- 64 percent principals rate Teach For America teachers “much above average” to “above average” in terms of the impact on student achievement as compared to the overall teaching faculty.

Hiring patterns this year demonstrate our value to principals and to schools. At the date of this publication (June 3, 2005) one-third of our incoming corps has been hired in spite of budget cuts across the district.

Teach For America Principal Network

This year, Teach For America – Chicago is building a network of roughly 50 schools through a formal partnership with local principals. This network is comprised of principals of CPS neighborhood and charter schools who would like corps members to teach at their schools and who want to partner with Teach For America to meet their schools’ goals. The network is led and advised by the Teach For America Principal Steering Committee, a group comprised of 15 school leaders who support our organization’s mission and work to enhance our effectiveness within CPS. The steering committee serves as a liaison between Teach For America and CPS and advocates for a strong partnership between our organizations. The goal of both the network of schools and the steering committee is to create and support long-term relationships with our partner schools so that we can build upon and evaluate the effectiveness of our collaboration.

III. EXTERNAL EVALUATION

Impact on Student Achievement

Teach For America participates in independent studies that measure our teachers' impact on student achievement. Mathematica Policy Research, Inc., a leading research firm, performed an independent study assessing Teach For America's effectiveness in the classroom. Chicago was one of six regions selected to participate in the study, which was funded by the Carnegie Corporation, Hewlett Foundation, and Smith Richardson Foundation.

The study compared the academic gains of students taught by Teach For America corps members with the gains of similar students taught by non-Teach For America teachers, both new and veteran, in the same schools and grades. The study was comprised of 100 elementary school classrooms, including 41 Teach For America classrooms. The results were published in June of 2004 and showed that Teach For America teachers effect academic gains greater than those realized by a control group of more "veteran" teachers. The following chart provides basic information on the Teach For America classrooms and the control classrooms:

	Teacher Experience	Student Population	Average Class Size
Teach For America	1 st or 2 nd year	98 percent Title I	25 students
Control Group	Average 6 th year	98 percent Title I	24 students

Comparing standardized test scores from the two groups, Mathematica concluded that Teach For America teachers:

- Realized greater gains than would typically be expected in a year.
- Outpaced fully certified and veteran teachers at their schools in moving students ahead academically in reading and mathematics.
- Made 10 percent more progress in a year in math than is typically expected, while slightly exceeding the normal expectation for progress in reading.
- Attained greater gains in math and the same gains in reading compared to other teachers at all schools involved in the study, even as compared only to certified teachers and to veteran teachers.
- Work toward our mission in the highest-need classrooms in the country.

We are confident that this study demonstrates the effectiveness of our teacher corps, but our goal is to achieve even more dramatic gains in student achievement. We plan to continue to develop our training and support programs to increase academic gains. We will also continue to participate in independent studies to determine our teachers' effectiveness.

IV. SIGNIFICANT ACADEMIC GAINS

Pursuing Our Goal

Our teachers overcome immense challenges to promote student learning in order to reduce the achievement gap between their students and children who grow up in more privileged communities. This is accomplished through a strict formula of careful diagnosis, meticulous assessment, reflection, and relentless pursuit of results. Our program is based on the notion that corps members should be working to make what we term, “significant academic gains,” a metric denoted by one of two levels of attainment:

- An average of 1.5 grade levels worth of gains in their students’ math and literacy normative assessments.
- An average of 80 percent mastery on state- or district-approved content-area assessments throughout the academic term.

The expectation of attaining significant gains in student achievement is presented to corps members during their five-week training at the Teach For America summer institute. Their progress toward making these gains with their students is measured and tracked by program directors throughout the year.

Measuring Significant Gains

Prior to the school year, program directors train corps members in the use of “significant gains toolkits.” Next year, corps members and alumni will be able to access these planning and assessment “toolkits” through our website. The toolkits are specifically tailored to align with the curricula and strategies used by CPS; and they include comprehensive, standards-based diagnostics, assessments, tracking systems, long-term plans, and other resources. Teach For America will provide these kits for math and reading at all elementary grades, and for all subjects at the high school level.

Program directors then support their corps members throughout the year as they work to attain significant gains in student achievement. This support system includes three formal observation cycles, each consisting of three parts: a pre-observation conversation, an observation, and a post-observation discussion.

When program directors meet with corps members during these observations, they track how corps members are progressing toward achieving significant gains with their students, as well as provide the corps members assistance to accomplish this goal. Corps members use a variety of assessments to measure student achievement including norm-referenced, criterion-referenced, rubric-based, curriculum-based, and teacher-created assessments. During the post-observation discussion, the program director collects the data from the corps member evidencing the students’ achievement.

If the students’ progress measures that of an average of 1.5 grade levels worth of gains in their math and literacy normative assessments or an average of 80 percent mastery on state- or district-approved content-area assessments throughout the academic term, then it is considered “significant gains.” If the students’ progress measures 1.0 to 1.4 grade level worth of gains in their math and literacy normative assessments or 70 to 79 percent mastery on state- or district-approved content-area assessments throughout the academic term, then it is considered “solid gains.”

Last year 16 percent of corps members attained significant gains with their students. This year, it is our goal for 32 percent of corps members to effect significant gains in their students’ academic achievement.

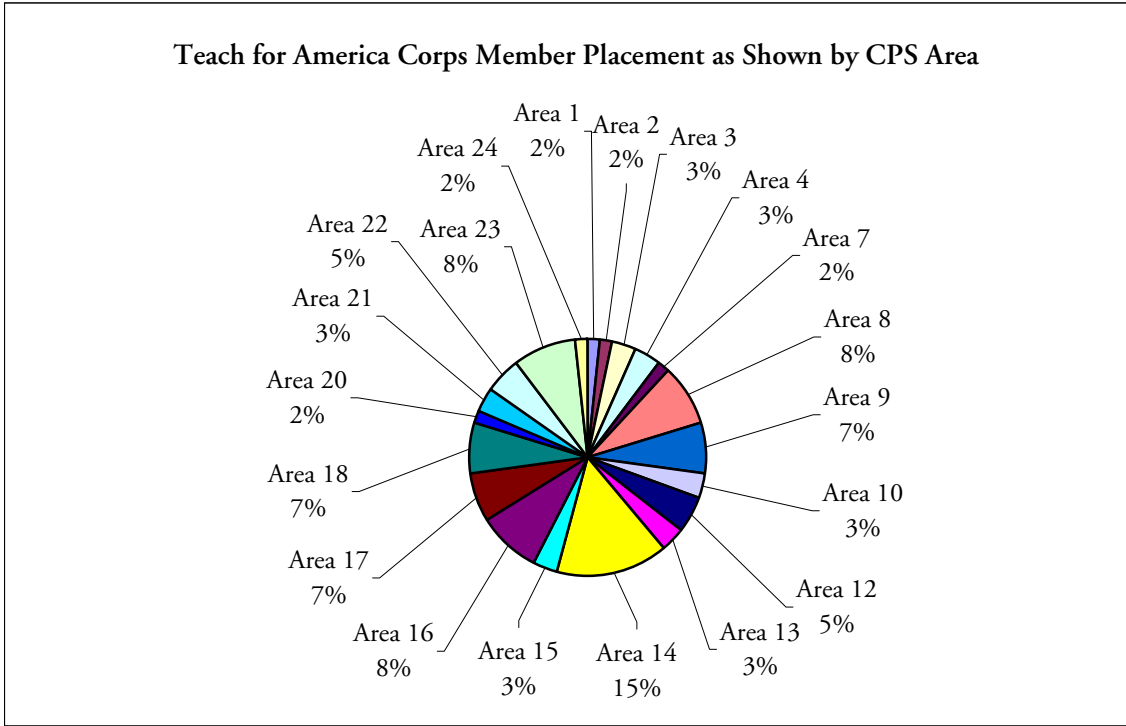
V. CONCLUSION

As a city we are now engaged in a period of unprecedented change and ambition. The structural changes at CPS and within schools represent a nationally significant effort at structural reform, one with the potential to change the prospects for hundreds of thousands of young people.

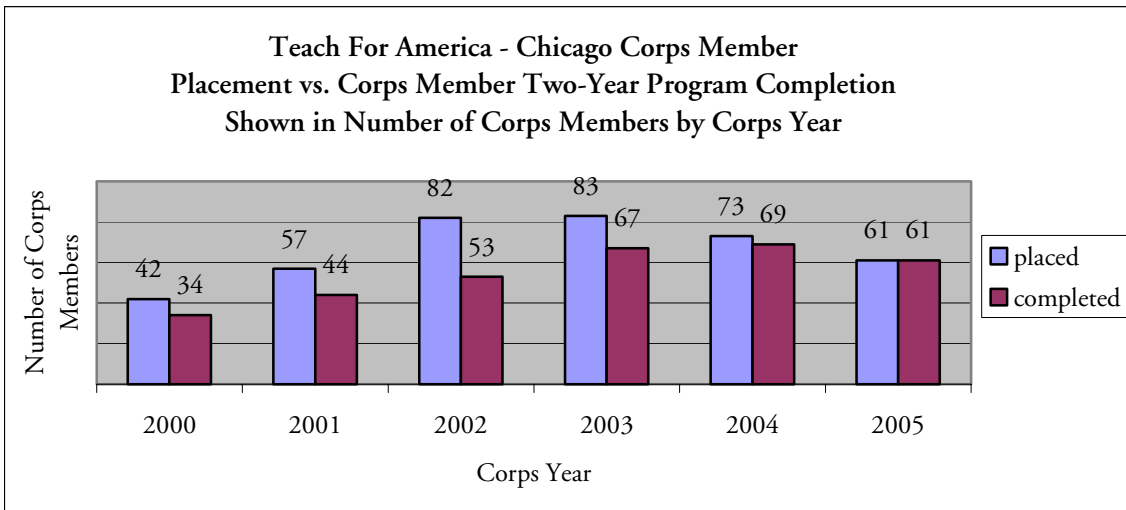
Yet, without a long-term investment in human capital at all levels of the system, the plans cannot come to fruition. For five years Teach For America – Chicago has channeled talented and committed teachers and leaders to schools throughout CPS. Over that time, this network has produced student gains, implemented progressive policies, and managed successful schools. As in cities across the nation, the young leaders of Teach For America in Chicago find themselves, on all fronts, at the head of the reform effort.

This is not a coincidence. As we recruit with greater precision and as we train with greater efficacy, we are able to ensure more student gains and more high-caliber leaders. Chicago and its children deserve both. So our movement here now enters a new era – one of substantial growth, one moving us closer to a country whose leaders make this work their life's work, closer to one day when all children have the opportunity to attain an excellent education.

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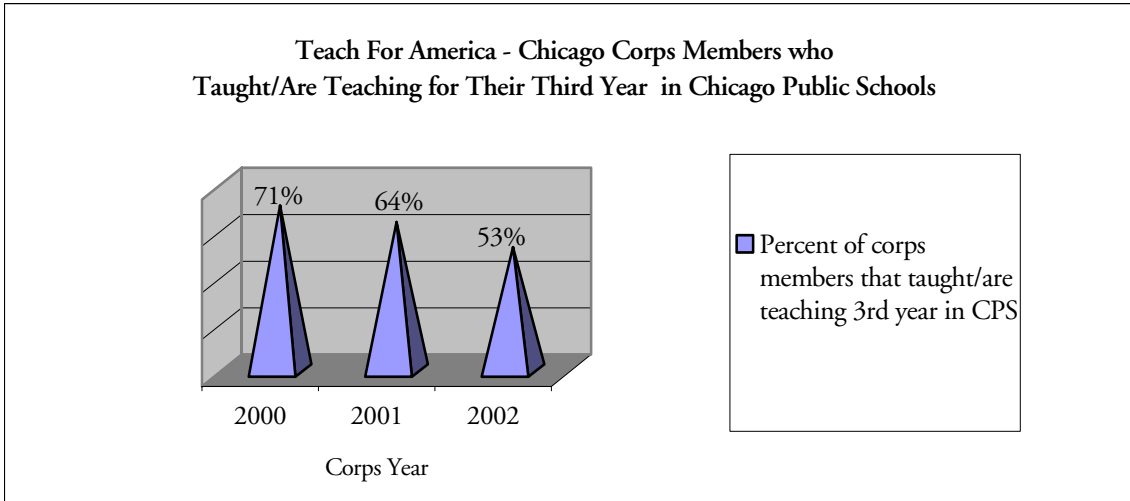


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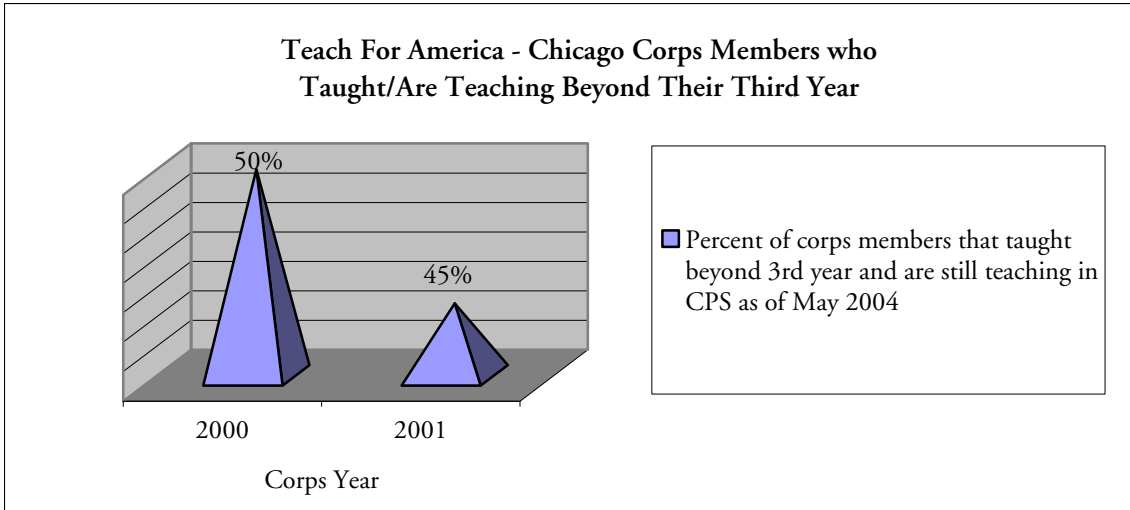




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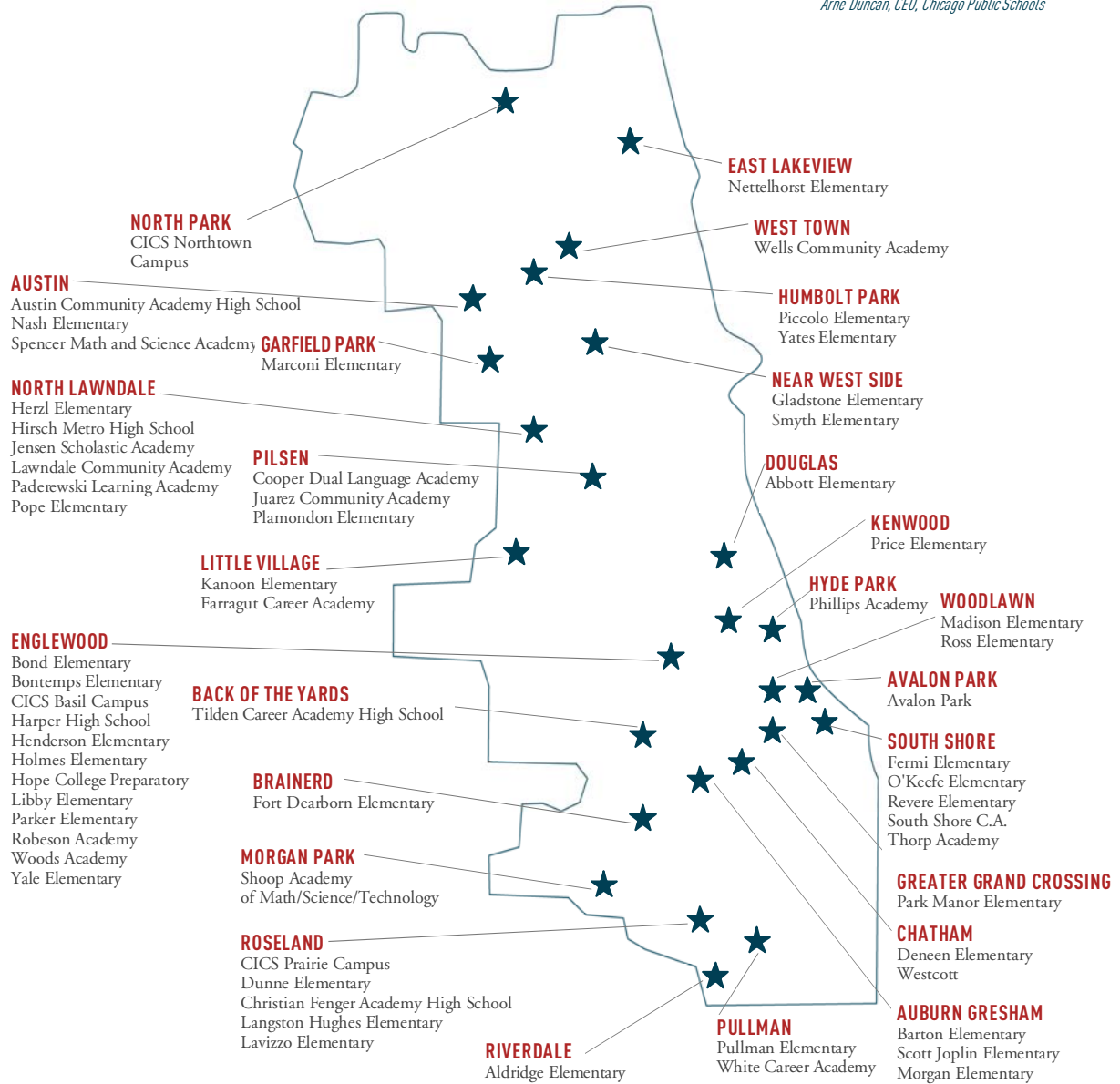
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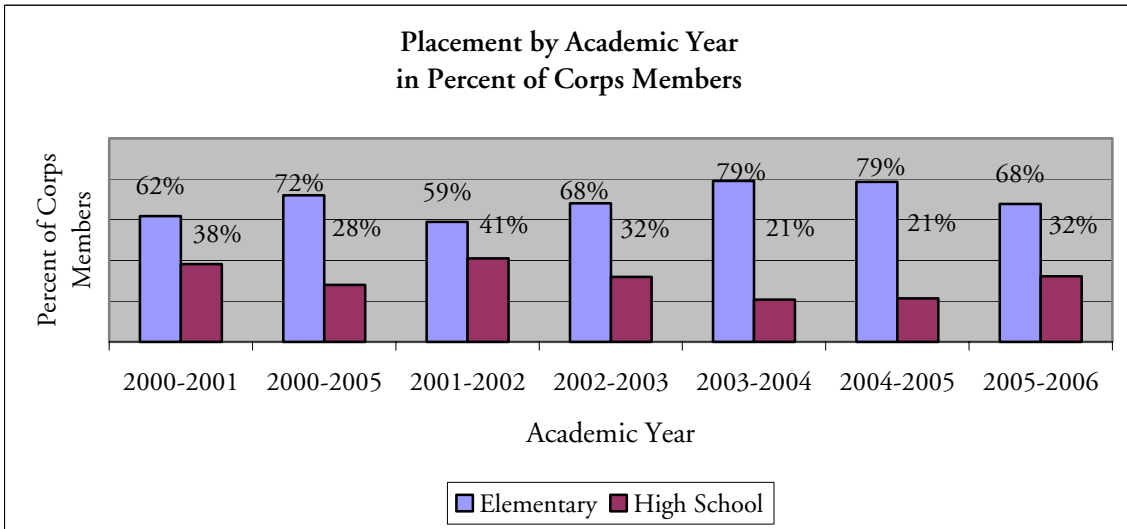
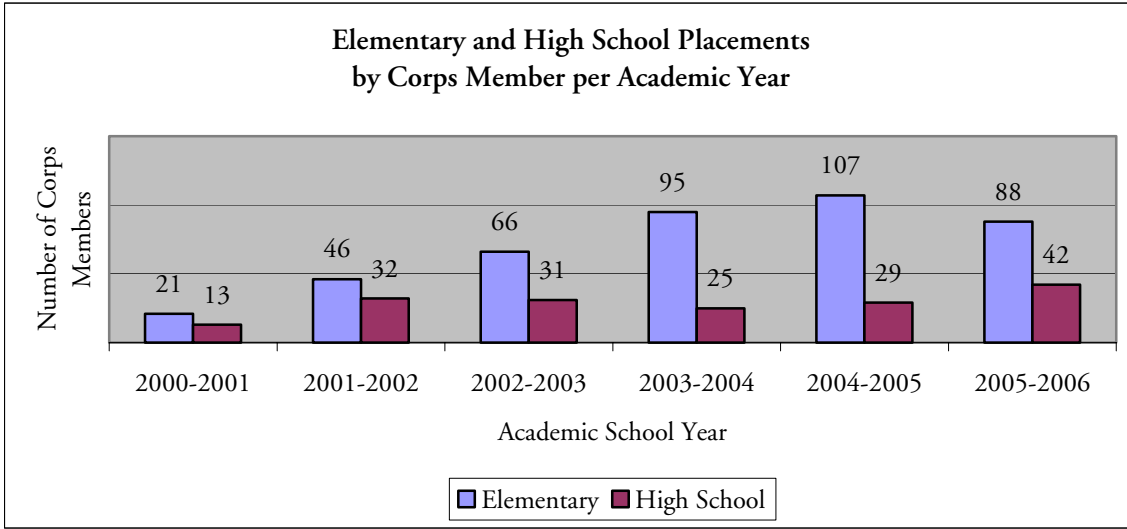


CORPS MEMBER PLACEMENT BY NEIGHBORHOOD*

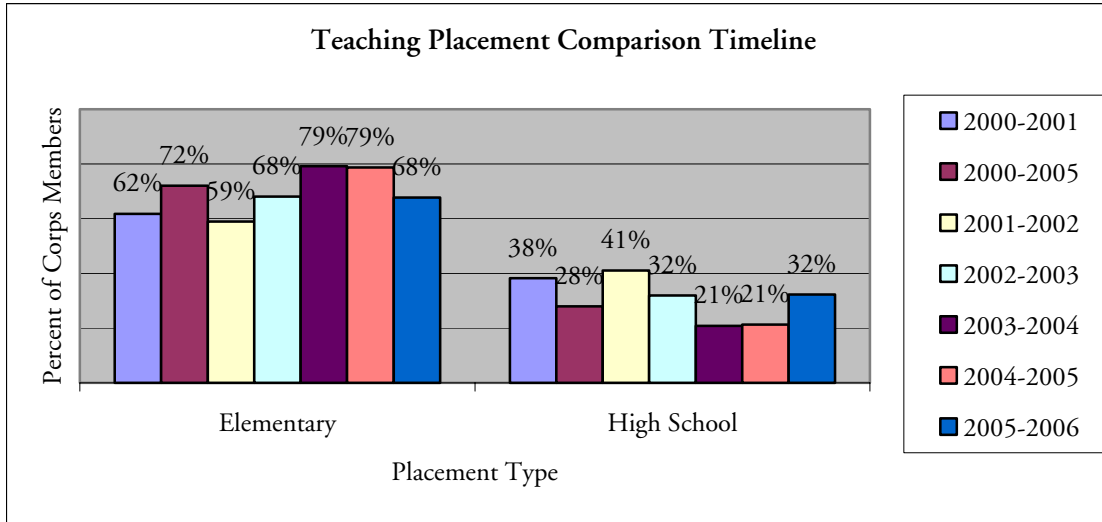
"Chicago Public Schools is committed to recruiting the best and the brightest to teach students. We are thrilled that Teach For America corps members are teaching in our highest needs areas. Teach For America teachers bring a diversity of skills and a commitment to quality education that is of great benefit to our students."

Arne Duncan, CEO, Chicago Public Schools

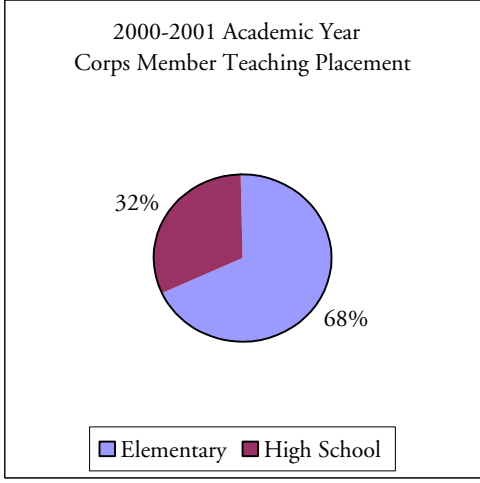
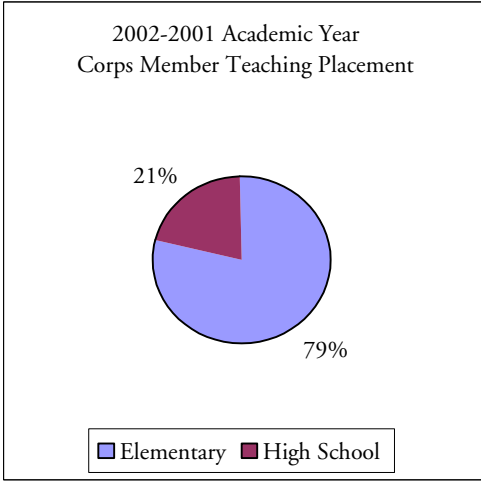
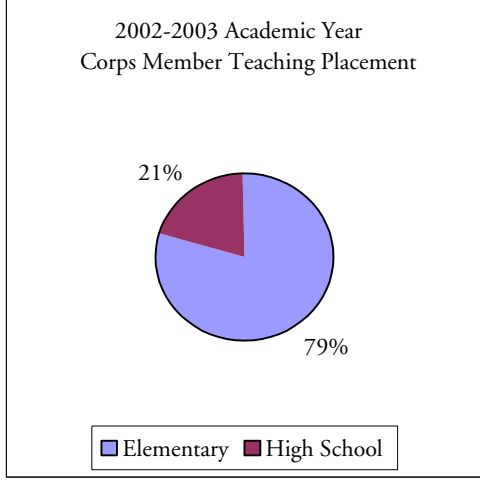
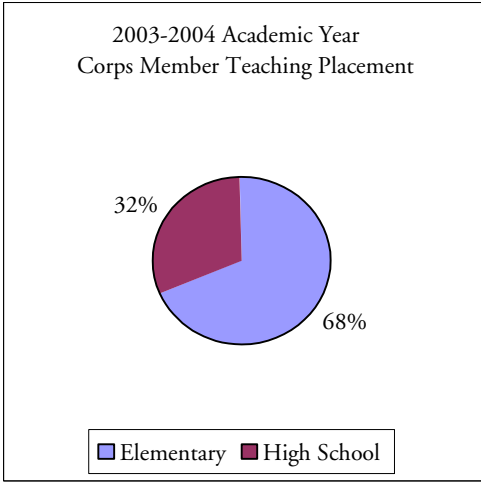
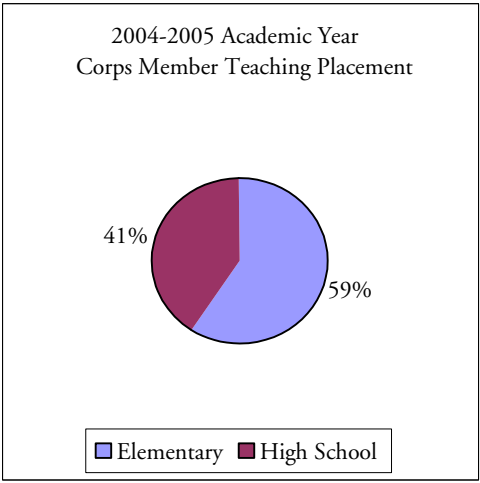
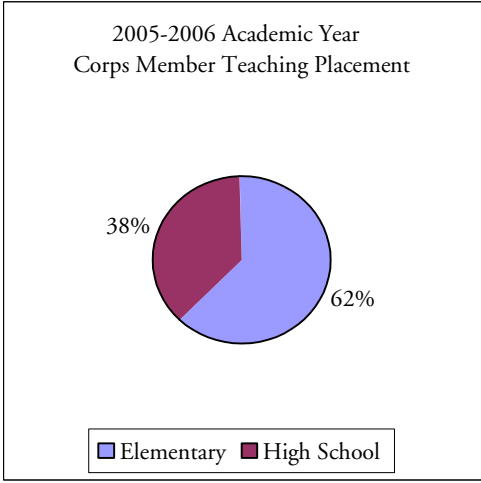


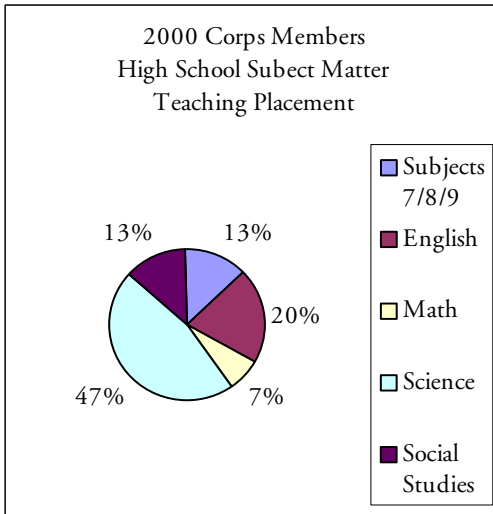
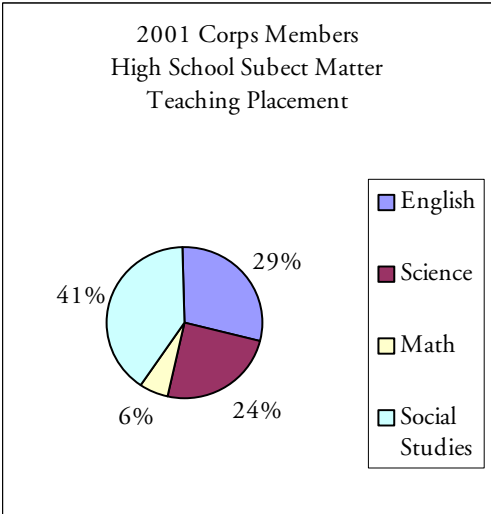
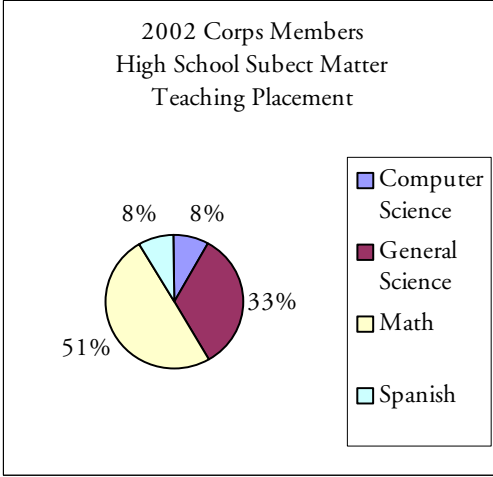
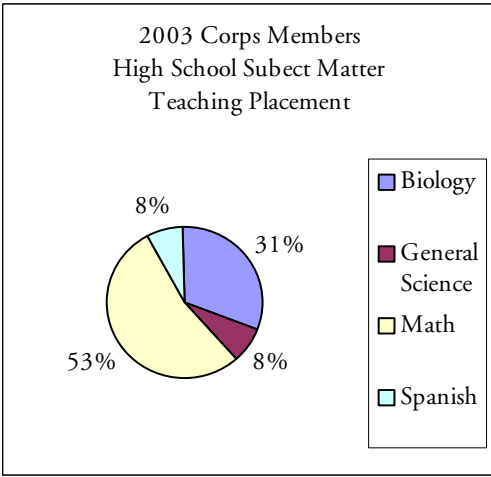
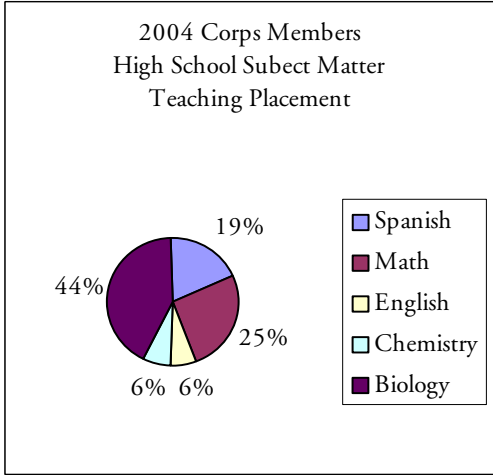
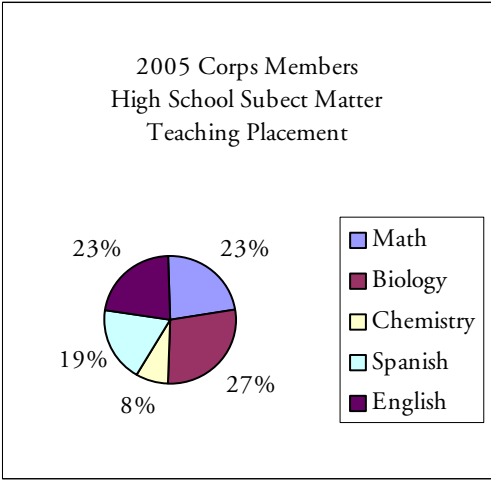


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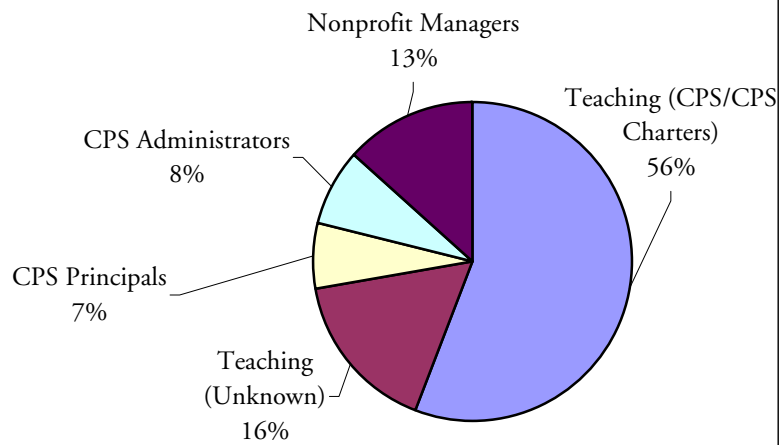
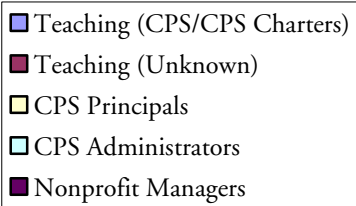
Please Note: Final 2005 placement numbers may vary slightly as they were compiled in May 2005.





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Impact of Teach for America Alumni on Education in Chicago



Current Teaching Placements of Chicago Area Alumni

